



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 206233

DfES Number: 513193

### INSPECTION DETAILS

Inspection Date	19/11/2003
Inspector Name	Karen Turton

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Cherry Tree Day Nursery (The)
Setting Address	1 Cherry Garth Hilton Derby Derbyshire DE65 5FT

### REGISTERED PROVIDER DETAILS

Name	Veronica Irons
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Cherry Tree Day Nursery was registered in October 1996. It operates from converted rooms in the owners own home. The day nursery is situated in the town of Hilton in Derbyshire, it serves the local community but children also use the day nursery from other towns and villages in the surrounding area.

There are currently 46 children aged from 3 months to 8 years on roll. This includes 14 funded three year olds and 11 funded four year olds. Children attend between 2 and 10 sessions per week. Children with special needs are supported within the setting.

The setting opens 5 days a week all year round. Sessions are from 08.15 until 18.00.

There are 6 full/part time staff. All the staff have early years qualifications. The setting receives support from the Derbyshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Cherry Tree Day Nursery provides good quality care for children. The children are happy and settled. They are interested in their environment and eager to explore the activities. Children have opportunities to select from the planned activities which promote all areas of their development. They have access to both indoor and outdoor play activities.

The staff have developed close relationships with the children. They have a good knowledge of the children's individual needs and personalities, this is reflected in the care the children receive. Staff closely supervise the children, support them in their play and provide new experiences which children are eager to try.

Children's individual needs are met within the nursery and a special educational needs coordinator liaises with parents of children with special needs

The environment is warm and welcoming to both parents and children, the equipment and premises are in good repair. However within the 0-2 area there is little domestic style furniture.

The staff are aware of, and adhere to the comprehensive range of policies and procedures which are in place to promote a safe environment for the children. However the children's attendance register requires more accurate information regarding times of arrival and departure.

Staff are required to attend compulsory training in some areas, for example child protection and equal opportunities, to enhance their professional development. Additionally they are encouraged to access other training relevant to their role.

Staff relationships with parents is good. Parents are given good quality information about the setting and are kept up to date with their child's developmental progress and day to day care. Parents views and wishes are respected regarding their child's care.

#### **What has improved since the last inspection?**

At the last inspection the manager agreed to ensure written permission is requested from parents to seek emergency medical treatment and to retain records relating to children for a reasonable period after they have left. This has been done resulting in effective policies and procedures being in place within the day nursery which promote children's good health and safety.

#### **What is being done well?**

- Children are happy and settled, they are interested in their environment and eager to participate in the activities.
- Children have developed close relationships with the staff. Staff are interested in what the children do and conscientiously support the children at the play activities.
- Staff have a good knowledge of the children's individual needs, which is reflected in the day to day care of the children.
- There are comprehensive policies which all staff adhere to, this helps create a clean, safe environment which promotes children's good health.

#### **What needs to be improved?**

- the childrens attendance register with regard to recording the actual time of children's arrival and departure.
- the provision of some domestic style furniture in the 0-2 room.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
5	Provide some domestic style furniture to support children's life experiences.
14	Ensure the attendance register reflects the actual times of children's arrival and departure.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Children are making generally good progress towards the early learning goals, with progress in many areas being very good. Staff have a good knowledge of the early learning goals and use this to plan an interesting curriculum. Curriculum planning links directly to the early learning goals. Staff routinely monitor children's developmental progress and use this information to plan the future curriculum.

The quality of teaching is very good. Staff have a good knowledge of children's individual needs, and the early learning goals, and use this information to set targets for them. Staff have developed a warm relationship with children, they praise and encourage the children. The staff provide positive role models to the children and create a harmonious environment. Children's behaviour is good, staff use effective behaviour management strategies. The staff work effectively as a team, they share their experiences and evaluate their teaching methods to continue to enhance children's learning.

The leadership and management within the setting is generally good, staff have clear roles and responsibilities which they enthusiastically carry out. They have opportunity to contribute their ideas to the development of the setting. Staff are all deployed to work directly with the children. During free play activities children can select and use a wide range of resources from the planned curriculum, supported by the staff. During group times children are sometimes split into mixed age range groups, this diverse age range sometimes impacts on the funded children's learning as they can become distracted by the younger children.

The partnership with parents is very good. Parents are given good quality information about the setting which includes written information about the early learning goals. They are encouraged to contribute their ideas and are invited to contribute to their child's developmental assessment. Parents commented that staff create a warm, caring environment.

### **What is being done well?**

- Children are happy, confident and eager to learn, they can independently select from a varied range of resources which some older children use for extended periods.
- Older children enthusiastically explore and solve simple mathematical problems, for example the addition or subtraction of two numbers. They confidently use mathematical language to describe size, weight, capacity and observe and make comparisons between different resources.
- Children have formed close relationships with adults and their peers, they confidently initiate conversation to gain and share information and to negotiate with their peers.

- Children investigate and explore their environment, for example they learn how to grow and care for plants and are interested in why and how changes occur in the natural world.
- Staff have developed effective partnerships with parents, parents have access to good quality information regarding the early learning goals and their children's developmental progress. Staff actively seek parents opinions, which are incorporated into the development of the setting.

#### **What needs to be improved?**

- the planning of larger group sessions to ensure that younger children within the group do not affect children's concentration or the staff's ability to set sufficient challenges to the older children.
- the increased opportunities for children to select from and use a wide variety of different craft resources and to experiment in combining different media to plan and make their own designs.
- the increase of small and large outdoor play resources to support 4 year olds continued development of their existing fine and gross motor skills.

#### **What has improved since the last inspection?**

The day nursery have made generally good progress since the last inspection. Children now have access to free painting and drawing resources each day, which they can independently select and use. Staff have also introduced musical instruments into the free play activities, supporting children's spontaneous exploration of music and movement. Staff have attended music and movement courses to further support children in this area of their development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and eager to learn, they have formed close relationships with their peers and the staff. Older children are becoming aware of their needs and those of other children. Children's behaviour is good, older children are developing an awareness of what is right and wrong. All children are developing independence in their personal care and good self help skills. They are becoming aware that people have different views and beliefs and that these should be respected.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently initiate conversations. Staff introduce an extensive range of new vocabulary to the children which they correctly use in their own conversations. Children have the opportunity to practice their emergent writing in a range of activities, older children can form some recognisable letters. Children enjoy stories and accurately retell the story in their own words. In some story sessions the mixed age group impacts on children's enjoyment and learning opportunities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Older children can count reliably up to 10 objects and recognise numerals 1-9. Older children are encouraged to solve simple mathematical problems, they are beginning to understand simple addition and subtraction of two numbers. Children can add on one and take one off using songs and rhymes. Children are developing an understanding of simple mathematical language and concepts for example quantity, size, capacity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore different objects, they use their senses to make comparisons and examine change. Children find out about the natural environment and learn what different plants and animals need to survive. Children find out about their local community and use the resources within it for example local shops, visits to the train station. They are able to identify things within their environment they like and dislike, for example different types of weather

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to move with co-ordination, older children can jump and land safely and climb steps using alternate feet. They understand they need space to move safely and move away from other children with wheeled toys to give them space to play. Some of the older children can skilfully use the outdoor equipment and require further challenges to begin to develop new skills. Children are becoming aware of what contributes to good health, for example a balanced diet.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have access to free drawing and painting and a range of creative planned activities, for example collage, different painting techniques. Children do not always have the opportunity to select from a wide range of different craft resources to develop their own ideas. Children have built up an extensive repertoire of songs which is continually being extended. They have the opportunity to engage in imaginative play and use their imagination to carry out different roles characters.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- plan group sessions to ensure that older children are sufficiently challenged by staff and younger children within the group do not limit learning opportunities or the ability of older children to concentrate.
- increase opportunities for children to choose from a range of different craft resources, to plan and make their own designs.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*